

WINTERTON JUNIOR SCHOOL MEDIUM TERM PLAN MUSIC LISTENING & APPRECIATION YEAR 5

Music	Learning Objective	Activity	Success Criteria
AUTUMN	African Drumming Project		
SPRING	BBC 40 Pieces – Night on a Bare Mountain by Modeste Mussorgsky Link to access introduction; info on Mussorgsky & performances for listening		
Session 1	To listen and respond to a piece of music.	<p>Introduce the piece of music and the composer using Dan Snow’s intro from BBC 10 pieces. Have a class discussion about what you have just seen. Ask your children to imagine they are attending a party and all the guests are witches. Ask them to imagine the venue, the food, the dances and what else the witches might get up to 3. Watch the full orchestra performance. Tell your children that this is the music the witches dance to. Can they spot the moment when the dancing stops and the sun comes up signalling the end of the party?</p> <p>Listening/ movement task Split your class into small groups of about 6-8 children. When everyone knows which group they are in, ask them to split up and spread out across the space. As you play the first 30 seconds of the full orchestral performance again, their task is to find one another and make a circle. They must imagine they are witches (or wizards or warlocks!) standing around a bubbling cauldron. Play this section of music several times until everyone has achieved the task. They need to move quickly but also quietly and like witches!</p> <p>Identify the instruments that can be seen and</p>	<p>I understand how musical instruments create different moods and feelings</p> <p>I understand the historical and traditional context of the story and the music</p> <p>I can recognise techniques used to create different moods</p>

		heard. Get Creative – give out images of the instruments & ask children to draw a motif from the music to match it.	
Session 2	To listen with attention; improvise and compose music for a purpose.	Lesson 2 – 10 Pieces of Music Improvisation & Composition – Casting a Spell Use Mussorgsky’s musical motifs to create an introduction	I can compose music for a purpose I can play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression
Session 3	To create lyrics for a purpose	Lesson 3 - 10 Pieces of Music Witches’ Ingredients Teach the simple tune & ensure class can sing this.	I can create lyrics for a purpose I can play and perform in ensemble context
Session 4	To create an accompaniment for a piece of music.	Lesson 4 – 10 Pieces of Music Learn the rhythm and then the melody of the given pattern from the music. Play the rhythm on untuned percussion and then use chime bars to play the piece. Add the rhythm accompaniment using shakers; bamboo tamboo.	I can compose music for a purpose I can play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression